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ABSTRACT

This framework contains six instructional strands. Each strand has a content standard and cumulative student learning expectations for grades K-3, grades 4-6, and grades 7-12. The strands for students to understand are: (1) "Interdependence," how Arkansas people, cultures, and systems are connected; (2) "Continuity and Change," how ideas, events, and conditions in Arkansas change over time; (3) "Cultural Perspectives," the commonalities and diversities among individuals, groups, and institutions in Arkansas; (4) "Scarcity and Choice," how the resources of Arkansas necessitate decision making; (5) "Cooperation and Conflict," how differing values and opposing goals can result in conflict for the people of Arkansas, which requires cooperation for resolution; and (6) "Citizenship," how students demonstrate an understanding of ideals, rights, and responsibilities of participating in a democratic society within Arkansas. (BT)

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Arkansas History Curriculum Framework 1997

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Arkansas History Curriculum Framework 1997

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Arkansas History Curriculum Framework 1997

STRAND 1: Interdependence

CONTENT STANDARD

Students will demonstrate an understanding of how Arkansas people, cultures and systems are connected.

STUDENT LEARNING EXPECTATIONS

Grades K-3

Students should use appropriate tools, such as field studies, simulations, interactive technologies, maps, globes, atlases, primary documents, statistics, literature, charts, graphs, audio/visual recordings, artifacts, photographs and human resources (student experiences, families and speakers) to explore and understand all six strands of the Arkansas History Guidelines. They should also employ a variety of processes, such as thinking, writing and speaking in the analysis of these concepts.

In grades kindergarten through six, students will discuss the political, social, economic and environmental history of Arkansas from prehistory to the present. The content of this curriculum emphasizes the major events in these four areas as foundation for the standards taught from seventh through twelfth grade.

Students will discuss the rights and responsibilities of Arkansas citizens; identify geographic regions of the state; describe the structure and functions of community, county and state governments; and examine Arkansas history with a greater emphasis on events that occurred prior to 1865. The focus of each era is on key individuals, events and issues, and their impact on the state of Arkansas.

1.1.1. Illustrate ways Arkansas depends on other states, nations and cultures of the world over time.

1.1.2. Analyze mutual dependencies between living things and the natural environment in Arkansas.

1.1.3. Explore and communicate how interdependence in Arkansas is affected by changes in technology.

1.1.4. Use the process of mental mapping to understand spatial relationships and to locate places on Arkansas maps, especially highlands and lowlands.

Grades 4-6

1.1.5. Analyze how decisions or events in the U.S. affect decisions and events in Arkansas over time.

1.1.6. Know and analyze the interdependence of the present and the past in the various communities and regions within Arkansas.

1.1.7. Illustrate interactions between Arkansas people, environment and technology and predict their effects on the state's future through simulations or activities.

1.1.8. Explore and exchange ideas that will develop insights into the historical and cultural languages of Arkansas.

1.1.9. Demonstrate a knowledge and understanding of the natural regions in Arkansas.

Grades 7-12

Students should use appropriate tools, such as field studies, simulations, interactive technologies, maps, globes, atlases, primary documents, statistics, literature, charts, graphs, audio/visual recordings, artifacts, photographs and human resources (student experiences, families and speakers), to explore and understand all six strands of the Arkansas History Guidelines. They should also employ a variety of processes, such as thinking, writing and speaking in the analysis of these concepts.

In grades seven through twelve, students will analyze the political, social, economic and environmental history of Arkansas from prehistory to the present. The content of this curriculum builds upon the standards taught from kindergarten through sixth grade, but is presented with more depth and breadth.

Students will examine the rights and responsibilities of Arkansas citizens; identify geographic regions of the state; describe the structure and functions of local, county and state governments; and examine Arkansas history with a greater emphasis on events that occurred from 1865 to the present. The focus of each era is on key individuals, events and issues, and their impact on the state of Arkansas.

1.1.10. Analyze how decisions or events in Arkansas affect decisions and events in other parts of the world.

1.1.11. Analyze how decisions and events in other parts of the world affect decisions and events in Arkansas.

1.1.12. Illustrate interactions between the people of Arkansas and their environment, science and technology, as well as the effects on the future through simulations or activities.

1.1.13. Relate the evidence of historical and cultural languages to the development of the state.

1.1.14. Analyze and evaluate the history, causes, consequences and possible solutions to persisting contemporary issues and emerging global issues, such as health, security, resource allocation, economic development and environmental quality, using the appropriate knowledge and process skills.

1.1.15. Understand spatial relationships and locate places on Arkansas, U.S. and world maps using the process of mental mapping.

1.1.16. Describe and evaluate the role of Arkansas in the global arena (corporations, businesses and nonprofit enterprises).

STRAND 2: Continuity and Change

CONTENT STANDARD

Students will demonstrate an understanding of how ideas, events and conditions change over time in Arkansas.

STUDENT LEARNING EXPECTATIONS

Grades K-3

2.1.1. Identify and record changes in your local community, state and environment.

2.1.2. Demonstrate an understanding of how people, places, events, tools, institutions, architecture, attitudes, values and ideas in Arkansas change over time.

2.1.3. Interact with Arkansas literature and the arts to show how traditions help people maintain continuity and ties with the past.

Grades 4-6

2.1.4. Investigate the processes and evaluate the impact of change on the natural regions of Arkansas with reference to population patterns and human-environment interactions over time.

2.1.5. Explore and explain the technological changes in Arkansas in areas such as agriculture, transportation and communication.

2.1.6. Investigate how political events, technological changes and cultural diffusion in Arkansas have affected literature, languages and the arts over time.

Grades 7-12

2.1.7. Investigate the processes and evaluate the impact of change over time in Arkansas using the themes of geography: location, place (human and physical characteristics), movement patterns (people, ideas, goods and services), human-environment interactions and regions.

2.1.8. Explore and explain the changes in developments such as technology,

transportation, agriculture and communication, that affect Arkansas' social and economic activity.

2.1.9. Investigate how political events, technological changes and cultural diffusion have affected literature, languages and arts over time in Arkansas.

2.1.10. Combine historical methodology, evaluation of evidence, checking credibility of sources, weighing evidence and searching for causality to understand the difference between fact and opinion in Arkansas history.

2.1.11. Analyze continuity and change in concepts of individual rights (race, ethnic and gender issues) and responsibilities over time in the state.

2.1.12. Explore, interpret, analyze and evaluate multiple historical, geographical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas (economic, political and social stability) and persistent issues (gender and racial issues).

STRAND 3: Cultural Perspectives

CONTENT STANDARD

Students will demonstrate an understanding of the commonalties and diversities among individuals, groups and institutions in Arkansas.

STUDENT LEARNING EXPECTATIONS

Grades K-3

3.1.1. Explore and recognize the similarities and differences of Arkansas' cultures through a variety of experiences, such as reading, writing, drawing, role-playing, dance, music and simulation.

3.1.2. Analyze artifacts, literature and the arts to understand Arkansas' culture.

3.1.3. Explain and illustrate that where Arkansas people live and how they meet their basic needs affect their culture.

Grades 4-6

3.1.4. Compare and contrast the differences in the ways individuals and societies in Arkansas have met human needs and concerns.

3.1.5. Explore how language, literature, the arts, architecture, traditions, beliefs, values and behavior contribute to the development and transmission of Arkansas culture.

3.1.6. Analyze the impact of various individuals and groups on your community and state.

3.1.7. Exhibit a respect for cultural perspectives of Arkansas and our nation when interacting with individuals and groups.

Grades 7-12

3.1.8. Examine information and developments in Arkansas and explain how they may be viewed differently by people from diverse cultures.

3.1.9. Analyze the historical perspectives that contribute to the development and transmission of Arkansas' cultures through language, literature, the arts,

architecture, traditions, beliefs and values.

3.1.10. Compare and contrast various cultures in Arkansas with respect to location, place, region and human-environment interaction.

3.1.11. Describe the ways family, religion, gender, ethnicity, socioeconomic status and other group characteristics contribute to developing an appreciation of Arkansas heritage.

3.1.12. Identify and describe the various movements or periods of significant historical change within and across cultures.

3.1.13. Explore ways that Arkansas' natural and built environments interact with culture.

3.1.14. Analyze and demonstrate the value of both cultural diversity and cohesion within and across groups in Arkansas.

3.1.15. Examine and explain belief systems underlying Arkansas traditions and laws.

STRAND 4: Scarcity and Choice

CONTENT STANDARD

Students will demonstrate an understanding of how Arkansas resources necessitate decision making.

STUDENT LEARNING EXPECTATIONS

Grades K-3

4.1.1. Demonstrate a knowledge and understanding of Arkansas' natural resources.

4.1.2. Locate the principal rivers in Arkansas and demonstrate a knowledge and understanding of how water is used in your region and state.

4.1.3. Locate the major and minor soil types in Arkansas and demonstrate a knowledge and understanding of how soil types influence development in your region and state.

4.1.4. Locate the major forest types in Arkansas and explain and illustrate the uses of forest products in your region and state.

Grades 4-6

4.1.5. Illustrate and explain how water, soil and forests influenced the development of Arkansas.

4.1.6. Identify, describe and locate mineral and fossil fuel resources of Arkansas.

4.1.7. Research the influence of minerals and fossil fuels on the development of Arkansas.

4.1.8. Explore and report the influence of tourism in Arkansas over time.

4.1.9. Analyze how changes in Arkansas' natural resources influence social and political development such as changing political districts, decline and growth of communities, job opportunities and transportation.

Grades 7-12

4.1.10. Describe the various Arkansas institutions at local, state and national levels that constitute economic systems, such as households, business firms, banks, government agencies, labor unions and corporations.

4.1.11. Examine existing data and research from various viewpoints showing how technology, population growth, resource use and environmental quality are related to economic development within the state.

4.1.12. Describe the role that location, supply and demand, prices, incentives and profits play in determining what is produced and distributed by Arkansas companies in a competitive market system.

4.1.13. Propose and evaluate alternative uses of environments and resources in Arkansas.

4.1.14. Analyze and explain how choices made with respect to scarcity in the past have profound influences on choices available today.

STRAND 5: Cooperation and Conflict

CONTENT STANDARD

Students will demonstrate an understanding that differing values and opposing goals can result in conflict within Arkansas, which requires cooperation for resolution.

STUDENT LEARNING EXPECTATIONS

Grades K-3

5.1.1. Identify and discuss Native American groups in Arkansas before European exploration.

5.1.2. Compare and contrast the life styles of Native American groups in Arkansas with respect to meeting basic needs before European exploration.

5.1.3. Summarize the impact of European exploration and settlement in Arkansas.

5.1.4. Identify and discuss the life styles of Native American groups after European exploration.

5.1.5. Compare and contrast cooperation and conflict in Arkansas both within Native American tribes and between Native American tribes and Europeans.

5.1.6. Locate and discuss the European settlement in Arkansas prior to the Louisiana Purchase.

Grades 4-6

5.1.7. Identify and discuss the impact of the Louisiana Purchase and the Anglo-American expansion on Arkansas.

5.1.8. Identify and discuss the impact of U.S. policy toward Native Americans in Arkansas.

5.1.9. Research and demonstrate issues and events that led to Arkansas' becoming a state.

5.1.10. Discuss the major political, social and economic trends in Arkansas from statehood to the present.

Grades 7-12

5.1.11. Demonstrate areas of inequity and discrimination based on race, sex, age, physical condition and socioeconomic status in Arkansas.

5.1.12. Examine the contribution of the arts, literature, media, technology and languages in fostering cooperation and in perpetuating conflict in Arkansas.

5.1.13. Analyze how disparities in power and economic status lead to conflict.

5.1.14. Compare and contrast the causes and consequences of conflict, such as ideology, economics and physical environment, within the state, the nation and the world.

5.1.15. Explore conflict among individuals and groups as well as various methods used to resolve conflict through simulations and activities.

5.1.16. Identify and analyze examples of tensions between expressions of individuality and promotion of social conformity by groups and institutions in Arkansas.

5.1.17. Analyze and explain ideas and mechanisms used by individuals and groups in Arkansas to govern territory, manage conflict and establish order and security.

5.1.18. Evaluate the role of technology such as systems of transportation, communication, geographic information and weapons in contributing to the creation and resolution of conflict in Arkansas.

STRAND 6: Citizenship

CONTENT STANDARD

Students will demonstrate an understanding of ideals, rights and responsibilities of participating in a democratic society within Arkansas.

STUDENT LEARNING EXPECTATIONS

Grades K-3

6.1.1. Explore the rights and responsibilities of citizenship in your school, community and state.

6.1.2. Recognize official symbols of your school, state and nation.

6.1.3. Identify leaders in Arkansas and describe their roles.

Grades 4-6

6.1.4. Explain the foundations and ideas of Arkansas political culture as set forth in the State Constitution.

6.1.5. Know and understand the organization, function and operation of local, county and state governments in Arkansas.

6.1.6. Discuss the characteristics of effective leadership in Arkansas in historical and contemporary perspectives.

Grades 7-12

6.1.7. Identify and explain the purposes of Arkansas government.

6.1.8. Discuss and evaluate the concepts of good citizenship.

6.1.9. Practice forms of civic participation consistent with the ideals of citizens in Arkansas.

6.1.10. Explain the historical and current impact of American public policy on Arkansas' racial, religious, geographic, ethnic, economic and linguistic diversity.

6.1.11. Know and understand the organization, function and operation of local, county and state governments and examine methods of influencing policy in a democratic government.

6.1.12. Analyze in historical and contemporary perspectives the characteristics of effective leadership in Arkansas.

6.1.13. Analyze and compare opposing viewpoints in creating and effectively communicating solutions to public issues in Arkansas.

6.1.14. Describe and analyze the use, abuse and limits of power and authority in Arkansas in relation to the needs, wants and rights of individuals and groups and to conceptions of a just society.

6.1.15. Demonstrate a sound knowledge of the geography of Arkansas as it relates to the political organization of society, ideologies, institutions, and political processes.